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A TRAINING PROGRAM
FOR THE DEVELOPMENT OF CAMP COUNSELLORS
IN ALBERTA

by




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A THESIS
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The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies for acceptance, a thesis entitled "A Training Program for the Development of Camp Counsellors in Alberta", submitted by Bradley Lorne Kilb in partial fulfilment of the requirements for the degree of Master of Arts.

ABSTRACT

The purpose of this thesis has been to structure, implement, and evaluate a program of leadership training for camp counsellors in Alberta. The proposed program was a fully residential, co-educational training program lasting ten days and designed around three objectives:

1. Camp skill orientation
2. Counsellor-camper communication
3. Individual counsellor development

The chapters of the study have given a detailed description of the sources of the material, the initial course outline, the pilot project, the evaluation procedure, and the recommendations for future courses.

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CHAPTER I

STATEMENT OF THE PROBLEM

I. INTRODUCTION

Today, as never before, our society is caught up in the realm of the scientist. The "search for truth" is permeating every aspect of our education. Organized camping is facing the challenge of today's society and its needs. More camps are becoming established through private, agency, and religious sponsorships as more children are attending camps every summer. Specialty camps are catering to campers with various social, mental, and physical handicaps. Summer camps are modifying their facilities and beginning to operate year-round programs with full-time staff.

Although camp programs and facilities are attempting to keep abreast of societal progress, camp directors are still faced with their greatest annual problem - the recruitment of staff. The counsellor is still the camp director's most valuable resource, for it is the staff, not the facilities and program, who will decide the degree of success of the child's camping experience.

The load of responsibility placed upon the counsellor's shoulders is indeed a very great one. For it is he or she who will in no small way be responsible for

influencing a child's life, his values, and his attitudes during the time spent at camp away from his family. Professional people in similar roles would be required to undertake considerable training in the social sciences and humanities before being given the responsibility of such an important position. Training at a very high level is a necessary prerequisite.

Organized camping cannot neglect this vital aspect of staff training if it is going to continue to meet the needs of modern society. Training techniques must stay abreast of current research in related disciplines, and programs must utilize the latest methods in training techniques. Camp directors can no longer expect the unskilled university student or classroom teacher to step from behind his desk into a cabin with the responsibility of counselling six growing personalities.

II. THE PROGRAM

The purpose of this study was to describe a detailed program, with proposals, of leadership training for camp counsellors in Alberta over a ten-day period. In order to clarify the purpose of the proposed course, the following details are listed:

1. The purpose of the course was to prepare individuals for the responsibility of camp counselling.
2. The course was co-educational.

3. The course was fully residential.

4. The course was a specialized training program which was not intended to take the place of individual camp training.

5. The course was designed to train counsellors to be of service back in their own camps, and was by no means a recruiting session for one particular camp.

6. The course was designed to be of benefit to all residential camps in the province.

7. The proposed program was designed around three major areas of training:

- a) Camp skill orientation
- b) Counsellor-camper communication
- c) Individual counsellor development, e.g. character development.

III. IMPORTANCE OF THE PROBLEM

Although there has been a great deal of literature in the field of counsellor training, few programs have included documentation to justify the activities prescribed. Today there is a great deal of research being carried out in the area of leadership training in related fields. The current findings of these studies must be adapted and utilized in camp-counsellor training. Camp directors, who do not have the time, facilities, nor resources to research this area fully, are continually searching for effective training techniques and programs.

Counsellor-in-training directors, who are continually faced with training a group of leaders-in-training, require this latest information!

A survey conducted in 1966 revealed that there were 84 camps in Alberta known to the Alberta Camping Association, with a total registration of 31,620 campers! Based on Alberta Camping Association regulations, one counsellor for every eight campers, the number of counsellors required each summer would then total 3,952. However, these figures represent only a proportion of the existing numbers, since the number of camps actually operating in Alberta would probably be double this number. Therefore, as shown by these numbers, there are a great number of trained counsellors required each summer in Alberta.

There is a definite demand for a concentrated training program for camp counsellors. Many of these counsellors are not qualified to make an effective contribution to the camping experience of these children. Camp directors and camp programs are so busy that there is not time for an adequate in-camp training period. Many camps suffer from a shortage of personnel, although there are many interested people in the province. Such a program would provide a situation for training these uninvolved people, so that they might feel confident enough to serve on a camp staff!

IV. JUSTIFICATION OF THE PROBLEM

As was discussed under the heading "Importance of

the Problem", there is a current need to train a large number of camp counsellors in order to fill the vacant positions each summer. To date, there is only one such training course for camp counsellors in Alberta offered in a province-wide basis. This course is the annual Camp Counsellor Training Course offered by the Alberta Camping Association. Therefore, the development of a ten-day concentrated training course would be of practical value to organized camping in Alberta.

Camp directors require comprehensive and proven material covering the topic of leadership training. Many camp directors do not have the time or the resources to research the area fully in order to build their own training programs. There is a need to co-ordinate the findings of many disciplines such as education, psychology, and physical education, so that camp counsellor training programs may benefit from the latest research completed in these related fields of study.

V. SCOPE AND LIMITATION OF THE STUDY

The research of this study was confined to the development of one camp counsellor training course. There was no attempt to compare the study with other courses. The project attempted to include the latest techniques and findings used in related fields of leadership training, as well as some of the techniques now used

in counsellor training programs.

The proposed training program was evaluated only by those who participated in the pilot project, and not by uninvolved outside 'experts'. The trainees on the course and the leadership team of the course were asked to subjectively evaluate each activity at the conclusion of the course. No attempt was made to complete a longitudinal study.

VI. DEFINITION OF TERMS

Organized Camping

An educational enterprise, located in an out-of-doors environment, which provides children with the opportunity (a) to live, work, and play in a group situation, (b) to attain experiences and insight into many of the basic processes of life, and (c) to receive guidance from a mature counsellor. (72:10)

Counsellor

That person in any camp who is directly responsible for the guidance and welfare of a small group of campers.

Counsellor-in-training (C.I.T.)

That senior camper who is enrolled in an in-season leadership training program at a functioning camp.

Trainee

For the purpose of this thesis, a trainee shall be a person who is enrolled in the proposed counsellor training course or the pilot project.

Leadership Team

For the purpose of this thesis, the leadership team shall be the persons who are training the trainees of the proposed counsellor training course.

CHAPTER II

METHODOLOGY

In preparing the material for this thesis, a step-by step procedure was followed. In developing the initial course outline, two sources were utilized - a review of related literature and the previous experience of the author. The initial course outline then formed the curriculum for the pilot project. This pilot project was evaluated, and recommendations made.

I. REVIEW OF RELATED LITERATURE

By means of an extensive review of the literature in the field of camping, leadership training, and other related areas, an attempt was made to extract the basic concepts which appeared to be important in the training of camp counsellors. Using these stated concepts, proposed activities were suggested as they related to the concepts, and programmed into the initial course outline. It was this initial course outline which formed the basis of the pilot project.

II. PERSONAL EXPERIENCE

The other source of the initial course outline was

the personal experience of the author. The author utilized activities and ideas which he had experienced while participating in camps over the previous eighteen years, either as a camper or as a member of the staff. This experience has included participation in camping programs in fourteen different countries of the world.

III. INITIAL COURSE OUTLINE

The initial course outline formed the basis of the pilot project. The course outline was divided into three categories of activities:

1. Compulsory activities
2. Elective activities
3. All-camp activities

A complete description of these activities will be outlined in Chapter IV entitled "The Training Program".

IV. EVALUATION OF THE TRAINING PROGRAM

A detailed description of the method of the evaluation of the training program used will be discussed in detail in Chapter V, "Evaluation of the Training Program". Every member of the Leadership Team and every Trainee evaluated each of the activities on a five-point scale. These evaluations were completed anonymously on the last day of the course. The results of the evaluations are reported in Chapter V.

CHAPTER III

REVIEW OF RELATED LITERATURE

One of the basic sources of information leading to the outline of the proposed course of training was a thorough review of related literature from the field of camping, as well as the areas of leadership training and educational theory. The primary sources of information were books, periodicals, articles, papers, speeches, and interviews.

I. INTRODUCTION

The day of the spontaneous summer-lot camp has quickly vanished from our scene. Organized camping has become a very large movement which caters to the needs of our increasingly urbanized society. Friedrich (16:58) comments that organized camping is no longer just for amusement. Camping today has become a socially significant experience as more and more camp programs are used to meet the basic needs in people's lives. The camp in effect becomes a miniature community, quite distinct from the larger society, with both the staff and campers experiencing new friendships and relationships. (84:12) It is this unique setting which offers an unusual opportunity for social control, and if the



camping experience is to be successful, it is imperative that camps exercise that control. Organized camping today is a living experience within a controlled environment, with the aim of total education of body, mind, and spirit. (49:17)

Year after year, camp after camp, camp directors have stated that leadership is the key to a satisfying experience for campers. The quality of the campers' experience will depend entirely on the type of leadership provided. (120:170) The camp counsellor is the staff member who works closest with the campers and therefore has the greatest influence on their camping experiences. The counsellor is, in many respects, the most important person in camp when viewed from the standpoint of the camper. (31:55) The counselling staff is the camp director's most valuable resource.

The importance of the calibre of the camp counsellor cannot be over-estimated. If camp is to be a positive experience for the camper, it must begin with a positive relationship with the counsellor. (44:41) The program and facilities can be beneficial only if they are placed in the hands of competent counsellors. McNeil (72:24) reiterates this viewpoint by stating "that the primary agent of change in a human being is to be found in his fellow human beings." Although "things" make a difference in the development of each of us, they can never match the contribution to growth provided by a sensitive adult in contact with impressionable youth. "Things" make a

difference and they ought to be explored in greater depth, but the application of research technology to camps really needs to focus on people and now they interact with one another.

We focus on this important principle as we stop to ask, from what kind of experience does a child derive deep satisfaction? Satisfaction comes from an experience that convinces the camper he is a person of value, that builds self-respect and self-confidence, that reveals a child's limits to him in such a way that he is not discouraged but challenged, that uncovers the camper's talents, whatever they may be, so that he may value them and not belittle them. (76:9)

As individuals we are continually influencing other people. It is this unique personal influence of every counsellor which is the camp's greatest asset. (52:16) Each one of us is a part of all we have seen, heard and touched, and none of us has shared exactly the same past experiences. No training course is able to take the place of a life lived. The total background of personal character traits, past experiences and human relationships contribute toward the counsellor's qualifications. (7:11)

Camp counselling is neither a technique nor a method. It is the sharing of a life with another human being. "Effective camp counselling constitutes some necessary qualities that begin with the counsellor and his attitudes. With his total personality, he enables campers

to find meaningful group experiences in camp." (74:6)

Faced with this overwhelming responsibility, the counsellor makes his plea to the camp director to set up counsellor training centres where counsellors are trained to work with children. (100:22) The camp director cannot ignore the sincere plea of his counsellors. Training sessions must be established and the needs of the counsellor met. Kaasa (110:11) claims that like your body, your mind develops through use, and unless you exercise and nourish your mind, it will be incapable of reasoning. One method of stimulating people's minds is to give them a constant challenge and stimulus. Make things difficult for them. They need to think. Produce things for them to think about and question at every stage.

From time to time, various camps and Camping Associations have attempted to evaluate the effectiveness of pre-camp counsellor training. In most cases, the demonstrated results have been disappointing. Yet organized camping still persists in relying upon the pre-camp training session almost wholly for the training of counsellors. (116:30) As directors evaluate their own programs, they realize their inadequacies. Easley confesses (66:21), " I feel that selection and training of staff is our greatest weakness.... Our staff training programs do not capitalize on advancements in training techniques that already exist."



It is only as these efforts are made by professional men and researchers, as they continually experiment, evaluate and improve the quality of counselor training programs, that the calibre of today's counsellors will be elevated. "Appreciation cannot be taught, it must be felt," (42:19) and so it must be in counselor training. Goldstein states (79:24) that "The philosophy behind our counsellor training program naturally stems from our experiences in camping, education and social work. We feel if our counsellors can discover for themselves what this thing called camp counselling is all about, their learning will be more meaningful and lasting." We must realize that this type of training is such that the benefits will reach far beyond the camp. Let us not be too concerned over the number of camp counsellors we produce. Instead let us hope that we will equip our counsellors not only for the job at camp, but that we may also help young people fit themselves for making a worthwhile contribution to society when they come of age tomorrow. (203:19)

II. LEADERSHIP

In discussing leadership, two things must be done: clarify the terms, and research the literature to discover what others are saying about leadership. (56:12)

In reviewing the literature, one soon discovers that the definition of leadership varies greatly:

The ability to successfully communicate objectives, information and concerns and gain acceptance and co-operative action is the most important test of leadership. (2:12)

Leadership is exerted when those who follow are influenced in some way to cause them to do three things: (a) to listen to you and to agree on common goals, (b) to follow you or your advice and (c) to go into action on these goals. (56:12)

Leadership is best defined as "doing something that helps solve a problem or accomplish an objective". (58:95)

A new conception of the leadership role appears to be emerging. Emphasis is shifting away from the notion that the leader is the person who plans for, thinks for, takes responsibility for, and directs other people. The trend is rather toward the notion that the leader is primarily a convener, facilitator, and co-ordinator for the group. (29:12) Leadership is now defined as a set of functions, in contrast to its traditional definition as a position or person. (118:10) The leader's central function is that of helping the group decide and act for itself more efficiently. The theory most widely accepted today by social scientists sees leadership as a function of the situation as it interacts with the personalities of the individuals. (58:94)

The leadership potential of individuals is related more to their social experiences than to the characteristics with which they have been born. The situation in which the group finds itself determines to some extent

just what leadership functions will be needed and who will be able to perform them. Any member of the group who aids the group in achieving its goals, or influences the behaviour of the group, is a "leader". Thus, the individual who gives leadership in one situation, may or may not give leadership in another. (58:95)

Stogill's studies (58:128) revealed four factors which effectively describe leader behaviour: "consideration; initiation of structure; production emphasis; and sensitivity (social awareness). Showing consideration for other group members accounted for fifty per cent of the leadership dimensions. People who identify and respond to the emotional needs are most likely to provide group leadership."

At camp, we find some counsellors who will encourage campers to share the leadership function in their cabin group and assume whatever responsibility is within their capacity. This counsellor is referred to as a group-centered or democratic counsellor. Other counsellors tend to dominate their cabin group, giving directions for all activities, and accepting all the responsibility for what happens. This counsellor is referred to as a dominant counsellor who is basically autocratic.

A number of studies have measured the differences between group-centered and dominant leadership, as it affects the growth of the individual and the group behaviour. One study (72:23) revealed that the autocratic

leader who gave orders became a communication center rather than one to whom loyalty was given. On the other hand, the leader who participated as a friend, worked with the boys on their project and went along on agreed plans, developed a spirit of co-operation, group initiative, and loyalty. (58:128)

In specific reference to youth camps, group-centered counsellors are more likely to help campers enjoy their camping experience; develop friendly, co-operative and socially constructive relationships; become more self-reliant and responsible, showing initiative and creativity in new situations; and develop more stable emotional characteristics. (58:128)

The process of becoming an effective leader is one of personal development. (30:27) Leadership cannot be taught, it can only be developed. This development is one that goes on internally as the individual himself learns what it means to be a leader. Fundamentally it is an internal struggle which goes on as the individual comes to grips with specific leadership problems. (179:132)

III. TRAINING PROGRAM OBJECTIVES

As we can see, the demands for camp counselling are great. The requirements call for certain qualities of personality and character, as well as certain skills and technical competence. (179:127) Rife (172:22) focuses

on six issues and problems in training. The first is the problem of inexperience. The second is immaturity. The third he calls ineptitude, which is the trainee's inability to be a real part of the group. The fourth characteristic is indifference, a trait which can appear in even the most capable individual. The fifth is independence and the sixth is idealism.

If the counsellor is to be creative, there must be a willingness to experiment, a willingness to be independent and a willingness to express oneself. (42:19) This calls for a program of learning through directed experience. (7:3) The trainees must be involved in activities that give them satisfaction, that convey meanings to them and that cultivate values. (222:6) If these objectives require a change in attitude, then presenting a lecture will likely be a waste of time. One seldom drops an old attitude until he has experienced greater success with a new one. Thus, the best method in this case would be involvement in direct experience. (111:45)

The objectives are definitely not a striving for conformity or unity of ideas. Rather, it is an opportunity for growth to the maximum capacity. (135:25) This opportunity is based on a self-discovery approach as the trainees become involved in experiences similar to those they will later encounter with campers. (79:24) Charles Froelicher claims (165:9) that:



Without self-discovery, a person may still have self-confidence, but it is a self-confidence built on ignorance and it melts in the face of heavy burdens. Self-discovery is the end product of a great challenge mastered, when the mind commands the body to do the seemingly impossible, when strength and courage are summoned to extraordinary limits for the sake of something outside the self - a principle, an onerous task, another human life.

Other camp directors agree with Froelicher (119:14) by doubting that character can be trained or developed, insisting that it can only be revealed. "We can't add two inches to a man's height, but we can insist that he stand up straight. We simply want the opportunity, too frequently denied, to enable young people to discover what wonderful qualities they really possess." Course objectives should include practical opportunities to gain self-confidence and create greater awareness of one's potentialities and a greater awareness for rendering service to others. (24:7)

The basic purpose of training is to help the individual leader to know his job and to feel secure in his job! (174:11) The real training goals are related to how a counsellor handles himself on the job - a job which involves working with children! (115:30) One of the primary problems in understanding people is communication between the counsellor and the camper, or vice versa! (193:55) This calls for a program aimed at personal growth, leadership growth and skill growth. (3:1)

The training course must provide the trainees with

two essential elements: a satisfying experience with his peers, and a broadening of camping skills. In order to accomplish these goals, the role of the leadership team is viewed with three specific objectives in mind: The team must instruct - not necessarily teach your trainee anything new, only help him find it within himself. The team must encourage - not just to be what he is, but what he can and ought to be. And, most important of all, the team must inspire the trainee.. (145:13)

IV. TRAINING PROGRAM CONTENT

Selectivity is among the most important criteria for determining content. One must ask, "What content offers the greatest promise of achieving permanent results? (222:5)

There are three dimensions of developing competent leaders: training in the particular knowledge and skills for a particular job, developing an understanding of group behaviour that applies to all groups in all situations, and training all group members to perform leadership functions, not just the designated leaders. (193:54) Other authors claim (179:145) that the three important aspects of leadership development relate to: the leader's need for factual knowledge, an understanding of people, and the development and use of leadership skills. (179:145)

As can be seen from the above statements, the general dimensions to be included in leadership training seem to be fairly consistent. However, as one researches the area of specific training content, the findings are extremely varied.

With the training course situated in the camp setting, it is possible to plan the usual camp activities such as hiking, fishing, canoeing, crafts, riding, religious programs, plus specialized activities like gold panning, mountain climbing, and pack trips.

(1:26) Since camping is basically an out-of-doors adventure, a knowledge of these camping skills is necessary. The trainees must also know how to teach these skills to their campers. (107:26) The training program should include scheduled training sessions, practice and discussion periods and supervision by qualified staff. (3:12) This specialized skill training, whether used or not, will give the counsellor a feeling of accomplishment and self-confidence. (101:27)

The curriculum should also include group experience, discussion and study, leadership experience, work responsibilities and evaluation. (3:12) Counsellors must come to understand people and appreciate their varying personalities and characteristics. (107:26) Discussion topics cover the problems of children and teenagers in an adult society, dating, current events, how to lead a meeting, leadership, fellowship (175:20), people in camp, camp

administration, and camp philosophy. (180:23) These professional group meetings should reflect overall camp goals and objectives. (103:49) Reading can also be used as a useful training tool, used in conjunction with discussions. (3:12)

Regardless of the content matter, the trainees will not feel competent unless they have a thorough knowledge of it and until they have actually put to use the principles they have learned. (121:16) Nothing takes the place of practice. Practice gives the counsellor security. (87:26)

Camp Skills

The camp counsellor is expected to teach campers certain camp skills. If this is to be accomplished, the counsellors themselves need to have activity skills if they are to be effective. Leadership skill is of paramount importance, to be sure, but without camp activity skills the counsellor is operating in the dark without the slightest idea of how to turn the lights on. (1:31)

Campcraft. Northway claims (160:16) that "Among the many possible assets the camp counsellor may have, it seems that he must have two: ability to camp and ability to counsel. To camp means to live simply in the outdoors and enjoy it."

Many camp directors have come to realize that,

"Competent campcraft instruction is a must in real camping!" (64:25) With the increased amount of out-tripping, it is becoming necessary that every counselor have a good knowledge in campcraft. More and more camps are including campcraft as an important part of their pre-camp training.

Nature Lore. Nature lore should be a joyous experience within the reach of every camper. In defining what it should be, Nickelsburg states that "nature study is not so much the learning of names and classifications as it is an attitude of mind." (158) It is the ability to see a story in a drop of water, to construct an adventure from a silver ribbon left on the ground by a passing snail, to watch and wonder at the banking and turning of the gull in flight and to interpret the coming storm by the shape and movement of the clouds. Inherent in nature lore is the desire to stop and watch, to study and to correlate what one sees with the world in which one finds it. (158)

First Aid. The importance of a first aid knowledge to the camp counsellor needs no justification. The responsibility that a counsellor carries as he alone takes campers out on the various camp activities includes that of knowing first aid. This knowledge could very easily save the life of a camper. Training in this area cannot be overlooked.

Out-tripping. Directing or leading an out-trip and actually participating in an out-trip are two different experiences. "The experience itself takes on new meanings for the counsellor after he has participated in it." (121:15) Counsellors for out-trips should be encouraged to participate in short-term training courses where the campcraft skills are stressed. They should be given the opportunity to talk with other persons who might have similar responsibilities in another camp. Finally, the trainee should participate in an out-trip similar to the one which he will be leading. (21:15) Counsellors must be aware of the problems faced when directing an out-trip. Leadership training courses should prepare the potential trip leader so that he is able to answer the following questions: What kind of trips do we plan? What other preparation should be made to meet the long-range goals of the camp tripping program? Which campcraft skills must the campers learn before the trip starts? What kind of trips are possible? What are the limiting factors in planning a trip? Who goes on the trips? What are the needs of the trip? What is the optimum number of counsellors for the trip? What is a good trip size? What is a safe counsellor-camper ratio? Can we have challenge and safety? Can a camper go on too many trips? (34:12)

The principal aim of an out-tripping program is threefold: "firstly, the development of a sense of

fellowship; secondly, an increase in maturity and integrity; thirdly, the opportunity to learn outdoor skills and self-sufficiency in remote areas." (220:61) Out-tripping should bring about small group living. It allows the counsellor to know each camper well as it intensifies personal relationships, causing greater change and growth in a shorter time. Out-tripping places the camper in a real, living situation where he, of necessity, learns to face reality. It places greater responsibility on each member of the group for the total group welfare and brings a realization of one's importance to the group. (80:16)

As the counsellor sets out on an out-trip with his campers, he will face many new and different experiences. Training can help the counsellor to face these situations with confidence and competence. "At some time in his future life every young man will have to face up to some physical change or emergency - he will do it better if his self-confidence is strengthened by his previous experience." (137:10) One boy observed, "Rappelling over that 110-foot rock face was the most frightening experience of my life. When I reached the ledge at the base of the cliff, however, I saw that my worries had been for nothing. When I meet obstacles in my life, I will remember the cliff." (165:13)

V. TRAINING PROGRAM TECHNIQUES

Organized camping should be using every teaching

method available. Diverse teaching methods keep interest alert and aid learning as they appeal to the visual-minded, the auditory-minded, and those who learn by doing or actually experiencing. (22:27)

Organized camping must discover and apply training techniques which will make camping interesting and meaningful to prospective leaders. (198:15)

The training techniques must involve the trainees in "real" experiences, which are hopefully going to alter his attitudes positively.

Methods of presentation should include: audience reaction teams, audience subgroups, audio-visual aids, case methods, debates, demonstrations, field trips, forums, group interviews, listening teams, panels, problem census, role playing, symposium (118:46), talks and lectures, discussions, participation, practice of skills, use of interest finders and check lists, use of case studies, summaries and narrative accounts, projects and assignments, observations, use of publications. (6:9)

Lecture Presentations

Today, researchers and training institutes are producing a great deal of new material. Many new methods and techniques are being used in leadership training courses. For the layman, there is a very real danger of using these new ideas at the exclusion of

"old and traditional" methods, without first deciding on their training value. Often lecture presentations fall into this category. When the content consists of facts, procedures, and non-debatable material, it can be given as a lecture. (115:33)

Some of the topics which may be used in lecture presentations include:

Aims and objectives of camping (7:3)

The camper: as an individual and as a group member
(7:7)

Leadership in the camp setting (7:11)

Specific responsibilities of the counsellor (7:13)

Principles of program planning (7:17)

Professional responsibility of being a counsellor (143:23)

How to deal with special problems such as home-sickness,
bedwetting, and sleep-walking (203:44)

How to conduct various activities such as group activities,
campfires, rainy day programs, dining room procedure,
etc. (203:44)

The role of the leader (203:48)

The place of program in camping (203:48)

Recreational leadership (203:48)

Planning a campfire program (203:48)

Lecture presentations may vary a great deal in their use. A lecture may be used in conjunction with any number of other methods to make the entire presentation more

effective. For example, a lecture may be used very effectively with structural role playing. A use of role playing is to demonstrate principles and content material. These role playing situations are of the pre-planned, structural type and may be rehearsed ahead of time. They are used like a movie - as a visual aid to learning. (59:13) The lecture part of the presentation may either precede the role playing, or follow it.

Group Work

The purpose of group work is to involve individuals in small groups as they work together. As a member of the group, the individuals actually experience the group process and react with other real people, rather than just theorizing and talking about principles and "make-believe" people. In their group, the individuals together tackle some of the problems and situations which will face them later in their role as a counsellor.

(214:21)

The Case Study

Methods of training involving actual participation in leadership situations are usually the most effective but are frequently impracticable. It is in this context that the case study method has proved to be one of the most exciting and promising innovations in leadership

development programs. (30:23)

One way in which the cases may be most valuable is in the preparation of prospective camp leaders who have had no previous experience and those who have been at camp but never in leadership positions. These people are entering a new situation or role, very different from their accustomed lives. Supervised analysis of cases can help to provide them with feelings of familiarity and security in making the necessary adjustments and in learning what kinds of behaviour will be most effective. The study of cases also provides an opportunity for experienced camp leaders to stand back and look perhaps with increased objectivity at their reactions and behaviour at camp, especially when emotionally loaded problems and crises involving human relationships arise. (30:16)

In the case study, a detailed narrative of a situation is given as the whole case is described. The trainees are asked to analyze what happened, to explain the behaviour of the campers, to critically examine the work of the counsellor, and to suggest alternate ways of approaching the problem. In this method, it is the principles that must be drawn from the discussion. (115:34)

It is suggested that for the best results, the case should be analyzed by the trainees individually and then further analyzed and discussed in groups of between five

and ten people. (30:29)

Group Dynamics

Human relations are not learned from books. They are learned by doing." (114:10) Camp should become a laboratory in democratic processes where every person knows that his voice is going to be heard. "Active membership in the small group offers the opportunity for an experience in sharing. This is a basic ingredient in democratic living." (112:12)

Group dynamics is designed to help individuals become more effective in their interpersonal relations. It does this by increasing their awareness and understanding of the importance of motivations and feelings in face-to-face contacts; and by improving their skills in communicating with others about a great range of subjects, including their personal feelings. (143:47) Each participant in the group is provided with opportunities:

- to learn more about himself and his impact on others
- to understand his own feelings and how they affect his behaviour toward others
- to become more sensitive to the ways people communicate with each other
- to learn "active listening" for meanings and feelings
- to learn how people affect groups and groups affect people
- to learn how to help groups function more effectively (214:47)

Good human relations require certain kinds of attitudes, insights, and skills on the part of the participants in any human situation. The attitudes focus on a basic respect for the dignity and importance of every human personality. Insights into one's own motivations, the needs and feelings of other individuals, and the effect of one's self on others, are needed. The use of skills that promote empathy, cooperation and clear, free communication and that encourage broad participation, convert the requisite attitudes and insights into effective human relations. (29:10)

Group dynamics has two key goals: "the acquisition of social sensitivity (the ability to accurately sense what others think and feel) and behavioural flexibility (the ability to behave appropriately in a variety of interpersonal situations)." (214:47)

VI. SPIRITUAL EMPHASIS

The spiritual emphasis within the camp program is a concern of every camp director, whether he is directing a "religious" or "non-religious" camp. Although camps have different practices in regard to the spiritual life of campers, they almost without exception feel deeply their obligation along this line and have as an important aim the furthering of spiritual growth through an appreciation of the higher values of life. Most

have daily or weekly all-camp periods of devotion supplemented by various cabin or unit endeavors highlighting a deeper sense of religious values as expressed in all phases of daily living. (150:160)

"The camp that offers a program rich in activities and supervision but which places little significance on the value of realizing a kinship with God is indeed, as Lowell Hazzard stated, 'a camp with its heart left out'." (152:23) The American Camping Association Convention workshop on spiritual values reported that, "There was a general agreement that spiritual values found in camping are the recognition and realization of man's relationship to God, man's relationship to men, and the meaning and purpose of life." (133:22)

With the exception of the primary circle of the home, no other place is better suited than the camp for recognizing and appropriating spiritual values. (140:14) However, the camp director must first ask some basic questions before implementing his spiritual program: What are the spiritual values one may gain through the camping experience? Why are these values necessary to personal and social well-being? How may the camping experience assist in the discovery of these values? (140:14)

The camp director cannot expect the spiritual emphasis to develop naturally. Nor can the director expect to be the only source of the spiritual emphasis.

He must depend on his staff. "The religious outlook of the staff has a good deal to do with camp morale provided it cuts across denominational and doctrinal lines but presupposes some fundamental knowledge of the Bible and the Church." (133:22)

The staff must receive training in this area, as they are in other areas, if they are to do an effective job! If the staff and counsellors are to be adequately prepared for their tasks in the religious dimensions of camping there must be time set aside for discussion and training in the training program. The counsellor learns how he can deal with the campers' questions without overwhelming, threatening, or confusing the child. (167:11)

The campers will find value in the spiritual program only to the extent that it is based on their personal interests. (122:84) These interests frequently stem from life situations in the camp. The program should be geared to the age level of the campers and couched in simple, understandable language with illustrations and events common to their experience. (150:160) The camp program should strive constantly to relate the camper to his environment in the out-of-doors so that he thinks of God's plant and animal creation not as fearsome things, but as parts of a great plan in which he may choose to assume a part. (133:22)

VII. SUMMARY

As was stated at the beginning of this chapter, the research of related literature was one of the basic sources of information leading to the outline of the proposed course of training. Therefore, there is a close relationship between the statements made by the experts quoted in this chapter and the proposed course outline.

Perhaps the most basic underlying principle of the entire course was the one stated by Kaasa. (110:11) One method of exercising and nourishing the mind of an individual is to give him a constant challenge and make things difficult for him. It was this problem-solving method of continually confronting the trainees with obstacles to overcome, which formed the backbone of the training program.

In looking at the concept of the leader, most of the recent literature indicated a shift in emphasis! Whereas a few years ago experts looked upon the leader as the person who continually thought for, planned for, and commanded the group in every situation. More recently there has been a swing towards looking upon the leader as the convenor, facilitator, and co-ordinator of the group. Leadership is now defined as a set of functions of the particular situation, in contrast to its traditional definition as a position or person. In this new role, the leader's central function is that of helping

the group learn to decide and act for itself more efficiently. Therefore, the leadership potential of an individual is related more to his social experiences than to the characteristics with which he was born, and thus the role of the leader may or may not pass from one individual to another in different situations. In discussing the effectiveness of various types of leadership, studies have shown (72:23) that group-centered leaders develop a spirit of co-operation, group initiative, and loyalty, while the autocratic leader becomes a communication center rather than one to whom loyalty is given.

In the design of the initial course outline, effort was made to provide opportunities for individuals of varying capabilities and background to assume the leadership function of the group at different times, in different situations. In some cases, individual trainees were assigned the leadership role, so that they would at least have the experience of functioning as the group co-ordinator and convenor.

In order for some trainees to move into these new leadership roles, it was first necessary for them to develop new attitudes. Knowles has stated (118:45) that an individual seldom drops an old attitude until he has experienced greater success with a new one. This type of philosophy dictates that the individuals must be involved in the direct experience of self-discovery

activities. It was with this philosophy in mind that the greatest percentage of time on the course was spent in direct experience activities, rather than theory courses!

By comparing the proposed initial course outline and this brief summary of the related literature, one can readily see that there is a close relationship. The opinion of the experts has certainly had a great influence on the design of the proposed training course presented in this thesis.

CHAPTER IV

THE TRAINING PROGRAM

The pilot project which utilized the initial course outline was operated from August 20 to August 30, 1968.

I. THE CAMPSITE

Pioneer Lodge is situated ten miles south-west of the town of Sundre in the Red Deer River Valley. The lodge is a modern two-storey building accomodating up to one hundred campers.

The building consists of two sleeping wings with central eating and recreational facilities. In one wing there are six dormitories on each of the two floors. Each dormitory accomodates six campers. This wing was used for the candidates of the course, with the girls on one floor and the boys on the other. The other wing contains six double rooms on each of the two floors. Every room in this wing is complete with its own bathroom. These rooms were used for the leadership team.

The eating and recreational area contains a dining room, a modern kitchen with storage pantry, a fireside room, two lounges, a recreational room, a crafts-games room, two equipment rooms, and an out-tripping room.

The lodge is surrounded by 2,100 acres of wooded foothill property. The camp is maintained as a ranching

operation, with sixty-five head of horses and the necessary grazing and farming land. Numerous riding trails are cut through the bush on the entire acreage. A complete barn and corral system provide an excellent facility for the Western Horsemanship course.

The property borders on the Red Deer River, with a three to ten-mile stretch of rapids accessible by truck, and excellent for white-water canoeing and rafting. Numerous swamps, bogs, creeks, beaver ponds, and other natural settings provide excellent material for both nature lore and campcraft activities.

The Rocky Mountains rise up only forty miles west of the lodge, and provide all the necessary obstacles for a thorough mountain climbing course.

II. PUBLICITY

The two main methods of publicizing were through brochures and posters. This material was mailed or delivered personally to the following people:

1. The mailing lists of the following associations:
Alberta Camping Association, British Columbia Camping Association, Saskatchewan Camping Association, Manitoba Camping Association, Christian Camping International in Alberta, British Columbia, Saskatchewan, and Manitoba
2. All Young Men's Christian Associations in Alberta
3. All Young Women's Christian Associations in Alberta
4. All churches in the yellow pages of the telephone directories for Edmonton and Calgary

5! All the counsellors attending the annual Alberta
Camping Association's Camp Counsellors' Course in May 1968!

III. THE LEADERSHIP TEAM

The following list of the members of the leadership team indicates their occupation and qualifications at the time of the course.

- 1! Brad Kilb: Bachelor of Physical Education (candidate
for Master of Arts)
Full-time staff, Pioneer Camps and Inter
Varsity Christian Fellowship
Director; lectures, group work, family devotions
2. Clancy Thiessen: Bachelor of Education
Teacher, Sundre High School
Co-director; Western Horsemanship, lecture,
family devotions
3. Neil Graham: Master of Arts (Philosophy)
Full-time staff, Pioneer Camps and Inter
Varsity Christian Fellowship
Co-ordinator of compulsory activities;
Trail Camping, cabin devotions, lecture
4. Jan James: Bachelor of Physical Education (candidate
for Master of Arts)
Lecturer, Faculty of Physical Education,
University of Alberta
Co-ordinator of elective activities;
Campcraft II, Nature Lore, lectures

5. Dean Throness: Bachelor of Education
Teacher, Blackie High School
Initiative Tests, Emergency Drills
6. Di Darwick: Master of Arts (Physical Education)
Lecturer, Faculty of Physical Education,
University of Alberta
White-water Canoeing, Out-tripping
7. Dave Loader: Bachelor of Education (candidate for
Master of Education)
Teacher, Edmonton High School
Group Dynamics Seminar, discussion groups,
lecture, family devotions
8. Sue Neill: Bachelor of Physical Education (candidate
for Master of Science)
Lecturer, Faculty of Physical Education,
University of Alberta
Trail Camping, Campcraft III
9. Isabelle Jones: Bachelor of Education
Teacher, Edmonton High School
Campcraft I, Songleading, lecture
10. Frank Trevitt: Bachelor of Veterinary Science
Veterinary, Province of Alberta
Resource person for leadership team
11. Larry Kirkpatrick: Bachelor of Arts (Recreation)
Observer from California
12. Don Cunningham: Bachelor of Theology
Business Manager

13. Jean Anderson: Registered Nurse

Camp Nurse

14. Marilyn Graham: Registered Nurse

Camp Nurse

15. Irene Cunningham: Cook (with three helpers)

16. Ron Anderson: Bachelor of Education

Maintenance and truck driver

17. Margie Kirkpatrick: Bachelor of Education

Camp Secretary

IV. LEADERSHIP TEAM PREPARATION

With the initial course outline decided upon, it was then necessary to find the resource personnel suited to the various activities. Although most of the prospective leadership team were contacted personally, some of the personnel were contacted by letter.

The director met with each of the leadership team on a number of occasions before the summer to clarify responsibilities, and the entire team met one evening in Edmonton in order to become acquainted, to go over the course program, and to discuss the philosophy of the course.

A final letter was sent out to all members of the team on July 27 which included: the camp schedule (page 62), daily schedule (page 64), all-camp activities (page 51), elective activities (page 49), compulsory activities (page 47), Lectures (page 51), and group work (page 51).

Members of the leadership team reported to the campsite

on Sunday, August 18 for the orientation. The orientation lasted for two and one-half days immediately prior to the arrival of the trainees. Table I indicates the schedule employed during this orientation period.

TABLE I

LEADERSHIP TEAM ORIENTATION SCHEDULE

	MORNING	AFTERNOON	EVENING
Sunday August 18	Introduction of team members Tour of lodge and facilities Discussion of the library Worship service	Course philosophy Course schedule A typical day Compulsory activities Elective activities Lectures Group Work	Rules of the camp Meal-time procedure First day Last day Evaluation Certificates Mimeographed notes for each activity
Monday August 19	Individual preparation of activities	Individual preparation of activities	Equipment needs Equipment schedule Mimeographed notes Final scheduling

TABLE I (continued)

	MORNING	AFTERNOON	EVENING
Tuesday	Final individual		
August 20	preparation of		
	activities		
	Clean up lodge		
	Rest		

V. THE TRAINEES

There were twenty trainees on the pilot project! These trainees varied greatly in age (eighteen to forty-six years old), in experience (never even a camper to twenty-five years of experience as a camp director), in occupation (housewives to full-time camp directors), and in education (high school dropouts to people with university degrees)! The trainees applying for the course were required to meet the following stipulations:

- 1! The trainee must be eighteen years of age or over at the time of the course.
- 2! The trainee must be physically fit, as determined by a medical examination.
- 3! The trainee must be prepared to provide leadership service to a camp of his or her choosing for one year following the course! This requirement was accomplished by verbal

agreement only!

VI. COURSE OBJECTIVES

The objectives of the course were threefold:

Camp Skill Orientation

Camp skill orientation consisted of:

- 1! A theoretical knowledge of the skill
- 2! An ability to perform the skill
- 3! An ability to teach the skill to others

Counsellor-camper Communication

This consisted of the following:

1. An ability to participate in two-way open communication with others
- 2! An ability to work with others as a group member
3. A sensitivity to the needs of the individuals in the group
- 4! An ability to fulfill the leadership role of a group in the face of a crisis
- 5! An insight into why self reacts in certain ways in group situations
- 6! An ability to lead group discussions

Individual Counsellor Development

Individual counsellor development was the continual growth towards the goals of:

- 1! Gaining self-confidence
2. Striving for self-actualization . i.e. achieving the

highest level possible

3. Understanding self
4. Establishing an individual value system
5. A sane estimate of one's abilities
6. A respect for the rights and capabilities of others
7. A desire to pursue the needs of the group, rather than the needs of self

VII. INITIAL COURSE OUTLINE

The initial course outline consisted of compulsory activities, elective activities, and all-camp activities.

Compulsory Activities

The compulsory activities were designed to cover those areas of skill and knowledge which were felt essential to basic camp counselling. There were eight compulsory courses in all, and each course, with the exception of the Trail Camping, lasted three hours. The Trail Camping experience, which also included Campcraft III, lasted sixteen hours. Every trainee was expected to participate in each of these compulsory activities:

Campcraft. Three sessions in basic campcraft skills were taught, utilizing the natural bush setting.

Campcraft I: Packing, toolcraft (knife and axe), ropecraft

Campcraft II: Firecraft, shelters

Campcraft III: Map and compass, foodcraft (this course was included in the Trail Camping experience described below)

Trail Camping. An all-day trip took the trainees out into the mountains to learn basic mountaineering skills and mountain safety. The trip back to the camp was made in rubber rafts down the Red Deer River. Emphasis was on trip leadership.

Initiative Tests and Emergency Drills. These sessions involved the individual in various problem-solving experiences as he faced crisis situations with his group members. Leadership qualities, as displayed throughout the activity, were discussed and evaluated. (Appendix B and C)

First Aid. A practical session consisted of first aid as it particularly applies to the camp setting and to the emergency situations which may occur on a wilderness out-trip.

Out-tripping. A session on trip leadership included: why operate out-trips, types of trips, equipment required, camper preparation, and making the trip meaningful.

Table II on page 47 clearly shows the compulsory activities schedule.

The twenty trainees were divided into three co-educational groups as equally as possible according to age, counselling experience, and camp represented. There was an attempt to make each separate group as heterogeneous as possible.

TABLE II
COMPULSORY ACTIVITIES SCHEDULE

	GROUP I	GROUP II	GROUP III
Wednesday	Campcraft I	First Aid	Initiative Tests
Thursday	Initiative Tests	Campcraft II	Campcraft I
Friday	Out-tripping	Trail Camping	First Aid
Saturday	First Aid	Trail Camping	Campcraft II
Monday	Emergency Drills	Out-tripping	Trail Camping
Tuesday	Campcraft II	Initiative Test	Trail Camping
Wednesday	Trail Camping	Emergency Drill	Out-tripping
Thursday	Trail Camping	Campcraft I	Emergency Drills

Elective Activities

A broad range of elective activities was offered to the trainees. Each trainee was able to select either one full course, or two half courses. The full courses covered a span of eight days, with three hours of instruction per day i.e. twenty-four hours. The half courses covered a span of four days, with three hours of instruction per day i.e. 12 hours. The selection of the elective activities was left entirely up to the discretion of the trainees. These elective activities included:

Full Courses. 1. Western Horsemanship: Western horsemanship was taught with the emphasis on equipment needs, program content, awards system, corral safety, trail ride leadership.

2. White-water Canoeing: The daily sessions were held on the Red Deer River. Time was spent shooting rapids, learning methods of rescue, portaging, packing canoes, discussing canoe-trip leadership.

3. Group Dynamics Seminar: This seminar was primarily designed to provide a group experience which led to a greater awareness to other people and their points of view. The experience enabled the participants to feel out the consequences of their own type of leadership upon others, as they utilized written and visual aids which helped to focus attention on the dynamics of camp administration and discussion groups.

Half Courses. 1. Archery: Archery programs applicable to the camp setting were presented and attempted.

2. Riflery: Canadian Dominion Marksmanship standards were taught.

3. Songleading, Storytelling, Drama: The place of music and drama in the camp program was explored.

4. Nature Lore: An exploratory study into the use of the natural setting for an effective nature lore program was conducted.

5. Handicrafts: Practical sessions were conducted with emphasis on the use of natural materials in a program

applicable to various ages.

6. Bible Discussion Leadership: This involved a presentation of materials and methods on Bible discussion, preparation, and leadership!

A schedule of the elective activities appears below!

TABLE III

ELECTIVE ACTIVITIES SCHEDULE

COURSE NAME		DATE
Full Courses	Western Horsemanship	August 21-29
	White-water canoeing	August 21-29
	Group Dynamics Seminar	August 21-29
Half Courses	Archery	August 21-24
	Riflery	August 26-29
	Songleading, Storytelling, Drama	August 21-24
	Nature Lore	August 21-24
	Handicrafts	August 26-29
	Bible Discussion Leadership	August 26-29

All-camp Activities

All-camp activities were suggested in order to cover selected subject areas, and to provide various laboratory situations! Although these activities were not compulsory, participation by the trainees was expected. Below is a

brief summary of the activities, and a more detailed outline appears in Table IV on page 51.

Lecture Presentations. Various lecture techniques and equipment were employed as the trainees were presented with material on: camp philosophy, counselling philosophies, the role of leadership in the camp, program planning, and teaching camp skills.

Group Work. Small group participation involved the trainees in problem-solving situations which revealed basic leadership principles.

Discussion Groups. Small group discussions provided an opportunity for the trainees to experience group dynamics as they discussed and debated current camp problems. The groups were led each day by a different trainee.

Devotions. A co-ordinated series of morning "Family Devotions" around the breakfast table, followed by a voluntary time of personal "Quiet Time" was offered. There was also a three-day series given on "How to Conduct Cabin Devotions".

Simulated Accident. An unexpected simulated accident was staged. The injuries sustained by the "injured people" were made up by the Saint John Ambulance personnel.

TABLE IV

ALL-CAMP ACTIVITIES SCHEDULE

	TITLE	DATE
Lectures	Aims and Objectives of Camping	August 20
	The Professional Responsibility of Being a Camp Counsellor	August 21
	The Camper - As An Individual and As a Group Member	August 22
	Leadership in the Camp Setting	August 23
	The Campfire Program	August 24
	The Camp Spiritual Program	August 25
	Trainees' Request	August 26
	Principles of Program Planning	August 27
	The Application of Scientific Understandings to Teaching Camp Skills	August 28
	Question Quorum	August 29
Group Work	What Do Leaders Do? Triangle Construction	August 20
	Astronomy	August 21
	Portrait Comparison	August 22
	Figure Drawing, Moon-trip Survival Kit	August 23

TABLE IV (continued)

	TITLE	DATE
Group Work	Campfire Program Workshop	August 24
	Camp Spiritual Program Workshop	August 25
	Q-sort and Discussion (Appendix D)	August 26
	Rainy Day Program	August 27
	Simulated Accident	August 28
	Trainees' Choice	August 29
Small Group	"Just For Fun" (30:88)	August 21
Discussions	"A Contest of Wills" (30:66)	August 22
	"Out of Respect" (30:62)	August 23
	"An Ambitious Project" (30:69)	August 26
	"The Role of a Leader" (30:73)	August 27
	"Is My Face Red?" (30:52)	August 28

The Goals and Training Methods of Each Activity

1. Campcraft:

Goals. To learn and use basic camping skills.

To acquire skill in teaching basic camping skills.

To develop the art of outdoor living.

Training Methods. Practical sessions, consisting of demonstrations and practice, were held in the bush. In addition, opportunities were provided for trainees to demonstrate their own ideas. For example, the groups were

broken up into pairs and instructed to build an overnight shelter! After the shelters were completed, the group moved around to observe the different shelters that had been completed, discussing the strong and weak points of each!

2. Trail Camping:

Goals: To provide an opportunity to experience an out-trip!

To develop self-confidence through facing and conquering new challenges!

To learn basic skills and safety in the mountains and on the river!

Training Methods. The group spent the afternoon on the mountain, with practical sessions on: route selection, fording streams and rivers, weather hazards, basic survival rules, map and compass, and emergency signals! An exercise of rappelling down a face approximately fifty feet was carried out, with emphasis on: roping up, tying on, rope management, belaying, and the anchor. The group returned to the base of the mountain and set up their campsite. After cooking supper, there was an informal and relaxing campfire. The next day the group cooked breakfast and broke camp! The morning was spent on the Red Deer River in rubber rafts, travelling down approximately five miles of white water. Instruction on the river included: river safety, shooting rapids and white water, waterproofing gear, appropriate clothing, care and repair of the craft.

3! Initiative Tests:

Goals: To learn to exercise democratic leadership!

To solve problems within the group setting !

To stimulate a group into action!

To develop initiative and creativity!

To increase sensitivity to individual and group needs !

Training Methods. The group met with the instructor for instructions, and then proceeded to the test sites! The instructor read out the test to the group twice, and then gave the signal to start. There was no assigned leader within the group for these tests, and anyone in the group with an idea or the solution was encouraged to move forward with his idea. The group had ten minutes to complete each of the nine tests, before it moved on to the next test site!

At the completion of all the tests, the instructor discussed with the group his own evaluation, based on initiative and imagination, leadership, team co-operation, and ability to complete the test! Group discussion was then encouraged!

Time Table: 9:00 A.M. Briefing instructions

9:15 A.M. Tests (nine tests)

11:30 A.M. Evaluation discussion

A detailed description of each of the initiative tests used can be found in Appendix B (page 110)!

4! Emergency Drills:

Goals: To provide the opportunity to take charge of a group !

To develop the ability to cope with an emergency as a whole, and not to get closely involved with only one part.

To learn to exercise democratic leadership!

To work together as a team under a leader!

To learn to use the skills of various team members in different situations!

To stimulate a group into action !

Training Methods. The group met with the instructor for directions and to draw a number which corresponded with the drill for which they were responsible. There was the same number of drills as there were trainees in the group! The group then moved to the drill sites with the instructor, where he read out the instructions to the group twice. There was one trainee in charge of the group, and the leader changed for every drill, in order that each trainee was in charge at least once. The group had ten minutes to complete the drill, before moving on to the next site!

At the completion of all the drills, the instructor discussed with the group and the individual members his own evaluation, based on leadership ability, team co-operation, and ability to complete the drill! Group discussion was then encouraged.

Time Table: 9:00 A.M. Briefing instructions

9:15 A.M. Tests

11:30 A.M. Evaluation discussion

A detailed description of each of the emergency drills used can be found in Appendix C (page 117)!

5. First Aid:

Goals. To learn basic first aid skills which are specific to the camp situation.

To acquire the ability to control and organize a group in an emergency situation.

To learn first aid procedures specific to out-tripping.

Training Methods. The practical session consisted of demonstrations and practice. Areas of training included: basic first aid, first aid kits, rescue breathing, cause and prevention of accidents, conditions requiring priority treatment, illness due to sun and snow exposure, use of natural materials for first aid, transporting injured people, and rescue searches.

An experience in casualty simulation (described on page 61) was carried out by the Saint John Ambulance Corps.

6. Out-tripping:

Goals. To understand the value and varieties of out-trips.

To understand the responsibilities of the trip leader.

To learn the administrative skills required for out-tripping.

Training Methods. The areas of discussion included values of out-tripping, size and length of the trip, camper preparation, counsellor preparation and experience, counsellor-camper ratio, route selection, equipment, campsite selection, breaking camp, safety, being lost,

making a trip meaningful, and types of trips.

7! Western Horsemanship:

Goals. To provide the opportunity to improve riding skills.

To develop the ability to instruct basic western horsemanship.

To develop the ability to lead trail rides!

To learn the administrative procedures for establishing and operating a riding program.

Training Methods. Practical sessions included: tack and equipment needs, facilities, systems for securing horses, selection of horses, feeding, selection of staff, program content, awards system, corral and trail safety, instruction tips, trail ride leadership, packing.

8! White-water Canoeing:

Goals. To provide the opportunity to improve white-water canoeing skills.

To develop the ability to instruct white-water canoeing.

To develop the ability to guide canoe trips.

To develop the ability to "read" white water!

Training Methods. Practical sessions included: types of rapids, how water behaves, how to choose a canoe, spraydecks and other improvements, choice of paddles, canoe strokes, how to read white water, choosing a course through white water, methods of rescue, portaging, packing canoes, canoe trip leadership, safety, dangers of cold water.

9. Group Dynamics Seminar:

Goals. To provide a group experience which would lead to a greater awareness of other people and their points of view.

To provide an opportunity for trainees to "feel out" the consequences of their own type of leadership upon others.

Training Methods. The instructor involved the trainees in the goal setting of the group. The group sessions were basically of an unstructured nature, with the trainees themselves making the decisions as the instructor participated as a group member.

10. Songleading, Storytelling, Drama:

Goals. To learn to be an effective song leader.

To learn to be an effective storyteller.

To learn the place of drama in the camp program.

Training Methods. Practical sessions included: choice of songs, use of accompaniment, directing singing, action songs, rounds, part singing, antiphonal singing, musicals, establishing a mood, use of drama in the camp program, effective skits, original scripts, costumes and sets.

Opportunities were given to the trainees to lead singing at the meals and evening campfires. The instructor met with each individual afterwards for a short discussion and evaluation.

11. Nature Lore:

Goals: To learn the meaning of nature study as an attitude of mind.

To motivate within the campers the desire to stop and watch, to study, and appreciate what one sees in the natural environment.

Training Methods: Trainees went on an exploratory hike with the instructor in order to study the use of the natural camp setting for an effective nature lore program.

12. Archery, Riflery, Handicrafts, and Bible Discussion

Leadership:

These four courses were not offered on the pilot project, since none of the trainees selected to participate in these elective activities.

13. Lecture Presentations:

Goals: To present basic information that all the trainees should know.

To give a general background of information for further informal discussion.

To stimulate the thinking of the trainees!

To provide exposure to various methods of presentation!

Training Methods: Each evening there was a forty-five minute presentation, utilizing a number of different presentation methods.

14. Group Work:

Goals. To experience group dynamics as trainees work together in small groups.

To discover what it is that forms perceptual barriers.

To alter the self-concept of trainees in a positive direction.

To develop the ability to deal objectively with camper behaviour problems.

To explore the meaning of communication.

Training Methods. Trainees were divided into groups of between six and ten, and stayed in the same group for the entire course. Every evening the groups met for one hour, and were involved in various problem-solving situations.

15. Small Group Discussions:

Goals. To provide the opportunity to lead a discussion.

To learn more about himself and his impact on others.

To understand his own feelings and how they affect his behaviour toward others.

To become more sensitive to the ways people communicate with each other.

To learn how people affect groups, and how groups affect people.

To learn how to help groups function more effectively.

Training Methods. The trainees were divided into the

same groups that were used for the group work and the compulsory activities. Every trainee in the group selected a different day to lead the group discussion! The discussion leaders for the day met with a member of the leadership team before the discussion for a briefing session! The trainees then led the discussion on his own with no interference from the observing member of the leadership team. The discussion leaders again met with the observing member of the leadership team for individual evaluation and comments after the discussion!

16! Devotions:

Goals. To learn how to conduct cabin devotions of a non-denominational nature.

To provide an opportunity for a personal "Quiet Time"!

To provide exposure to one system of "Family Devotions" around the breakfast table!

Training Methods. A five minute "Family Devotion" was given by a trainee or a member of the leadership team as the camp sat around the breakfast table. Immediately following breakfast, time was set aside for a personal "Quiet Time"! Sessions on how to conduct cabin devotions were held on several of the mornings!

17! Simulated Accident:

Goals! To experience a crisis situation!

To develop leadership abilities in the face of danger and confusion.

To develop the ability to organize a group at the scene of an accident!

To develop the ability to use first aid procedures in an actual accident situation.

Training Methods. At one supper, five volunteer trainees were selected to help one of the members of the leadership team clean up the barnyard. These individuals became the "accident victims", and were made up by the personnel from the Saint John Ambulance Corps to look like the victims of a gasoline explosion.

During the free time following supper, there was a large explosion heard from the direction of the barnyard, followed by loud screaming. The trainees were allowed to react naturally to the situation, as the leadership team observed from hidden vantage spots.

After the exercise was completed, the Saint John Ambulance resource person discussed the situation with the participants, making recommendations and suggestions about the handling of an emergency situation.

VIII. DAILY SCHEDULES

The daily schedules were very similar, with only the activities and topics changing for the trainees. August 21, 22, 23, 24, 26, 27, 28, and 29 were normal activity days! However, August 20 (the first day), August 25 (Sunday), and August 30 (the last day) were special days with varying schedules as indicated in Tables V, VI, VII, and VIII on the following pages!

TABLE V

TUESDAY, AUGUST 20

TIME	ACTIVITY
10:00 A.M.	Survival swim tests, Sundre swimming pool Registration at Pioneer Lodge
11:30 A.M.	Introduction of the leadership team Introduction of the candidates Philosophy of the course Camp schedule Daily schedule Compulsory activities Elective activities Camp rules and boundaries Meals Purpose of the evaluation and certification
12:30 P.M.	Lunch
1:30 P.M.	Dishes, free time
2:30 P.M.	Q-sort test (Appendix D, page 119)
4:30 P.M.	Free time
6:00 P.M.	Supper
6:45 P.M.	Dishes, free time
7:30 P.M.	Lecture Presentation
8:15 P.M.	Break
8:30 P.M.	Group work
9:30 P.M.	Snack

TABLE VI

WEDNESDAY, AUGUST 21

TIME	ACTIVITY
7:00 A.M.	Rise
7:30 A.M.	Breakfast
8:00 A.M.	Devotions
8:30 A.M.	Dishes, clean-up
9:00 A.M.	Compulsory activities
12:00 P.M.	Free time
12:15 P.M.	Lunch
1:00 P.M.	Dishes, discussion group leaders' meeting
1:45 P.M.	Elective activities
4:45 P.M.	Free time
5:15 P.M.	Discussion groups and leadership team meeting
6:00 P.M.	Supper
6:45 P.M.	Dishes, discussion group leaders' evaluation
7:30 P.M.	Lecture presentation
8:15 P.M.	Free time
8:30 P.M.	Group work
9:30 P.M.	Snack

TABLE VII

SUNDAY, AUGUST 25

TIME	ACTIVITY
8:00 A.M.	Rise
8:30 A.M.	Breakfast
9:30 A.M.	Dishes, camp clean-up
11:00 A.M.	Worship service
12:15 P.M.	Lunch
1:00 P.M.	Dishes, free time
2:00 P.M.	Elective activity - Nature hike
	- Reading and relaxing
	- Trail ride
5:00 P.M.	Free time
6:00 P.M.	Supper
6:45 P.M.	Dishes, free time
7:30 P.M.	Lecture presentation
8:15 P.M.	Free time
8:30 P.M.	Group work
9:30 P.M.	Snack

TABLE VIII

FRIDAY, AUGUST 30

TIME	ACTIVITY
7:00 A.M.	Rise
7:30 A.M.	Breakfast
8:00 A.M.	Devotions
8:30 A.M.	Dishes, camp clean-up and packing
8:45 A.M.	Individual evaluation
12:30 P.M.	Leadership banquet
2:00 P.M.	Departure

CHAPTER V

EVALUATION OF THE TRAINING PROGRAM

The evaluation of the initial course outline, as it was utilized in the pilot project, is recorded below. The initial course outline was examined activity by activity, and evaluated in terms of the contribution that each activity made to the course objectives as defined on page 44 (camp skill orientation, counsellor-camper communication, and individual counsellor development).

The initial course outline was evaluated in four ways:

1. As it was seen through the eyes of the trainees. Each of the trainees participated in a group evaluation session during the last day of the course, with no member of the leadership team present. These evaluations were submitted in writing to the director of the course, with recommendations for future courses.
2. As it was seen through the eyes of the leadership team. The leadership team met with the course director on the last day of the course in order to evaluate the entire course. These evaluations were recorded and submitted to the director of the course, with recommendations for future courses.
3. Every trainee evaluated each activity of the course, using a five-point scale as described below. These findings are reported later in this chapter.
4. Every member of the leadership team also evaluated

each activity of the course, using the five-point scale. These findings are reported later in this chapter.

I. EVALUATION PROCEDURE

Each activity was evaluated on a five-point scale. Every trainee on the course and every member of the leadership team was requested to anonymously complete an evaluation card, on the last day of the course. The card consisted of one blank scale for each activity. The evaluators were instructed to fill in the squares on the scale corresponding to their own evaluation of the activity. For example, if the evaluator felt that a particular activity made an average contribution to individual counsellor development, he would then fill in the first three squares.

	1	2	3	4	5
Individual Development					

Figure I illustrates the procedure followed in recording the evaluation.

FIGURE I

EVALUATION OF ACTIVITIES

<u>Activity</u>	1	2	3	4	5
	NIL	LITTLE	AVERAGE	AVERAGE+	HIGH
Skills					
Communication					
Individual Development					

In the vertical column, each of the three course objectives was listed. In the horizontal column, the five-point scale was recorded. The significance of the scores was:

- (1) No contribution by the activity to the objective.
- (2) Very little contribution by the activity to the objective.
- (3) Average contribution by the activity to the objective.
- (4) Above average contribution by the activity to the objective.
- (5) Very high contribution by the activity to the objective.

The "MEAN" column is the record of the arithmetic mean of the total number of scores submitted.

II. EVALUATION RESULTS

In recording the results of the evaluation procedure,

the scores of all the submitted evaluation cards were taken into consideration. The arithmetic mean of the total number of scores was the result used for this thesis. In the table of results, the means were recorded on the five-point scale as well as listed to the right of the figure. Unfortunately, since the evaluation cards were completed anonymously, there is no record of the differentiation between the trainees' results and the results of the leadership team. Figure II on the following pages shows the evaluation results in detail.

FIGURE II

EVALUATION RESULTS

Campcraft:

	1	2	3	4	5	MEAN
Skills						4.7
Communication						1.9
Individual Development						0.8

Trail Camping:

	1	2	3	4	5	MEAN
Skills						4.8
Communication						3.6
Individual Development						4.6

Initiative Tests:

	1	2	3	4	5	MEAN
Skills						1.7
Communication						4.7
Individual Development						4.6

Emergency Drills:

	1	2	3	4	5	MEAN
Skills						2.3
Communication						4.7
Individual Development						4.7

FIGURE II (continued)

First Aid:

	1	2	3	4	5	MEAN
Skills						4.2
Communication						1.1
Individual Development						0.9

Out-tripping:

	1	2	3	4	5	MEAN
Skills						3.1
Communication						0.7
Individual Development						0.6

Western Horsemanship:

	1	2	3	4	5	MEAN
Skills						4.8
Communication						0.7
Individual Development						0.9

White-water Canoeing:

	1	2	3	4	5	MEAN
Skills						4.9
Communication						1.3
Individual Development						1.0

FIGURE II (continued)

Group Dynamics Seminar:

	1	2	3	4	5	MEAN
Skills						1.2
Communication						4.6
Individual Development						4.1

Songleading, Storytelling, Drama:

	1	2	3	4	5	MEAN
Skills						3.6
Communication						3.7
Individual Development						2.4

Nature Lore:

	1	2	3	4	5	MEAN
Skills						4.3
Communication						0.8
Individual Development						0.9

Lecture Presentations:

	1	2	3	4	5	MEAN
Skills						1.2
Communications						2.4
Individual Development						2.1

FIGURE II (continued)

Group Work:

	1	2	3	4	5	MEAN
Skills						0.3
Communication						4.7
Individual Development						3.2

Small Group Discussions:

	1	2	3	4	5	MEAN
Skills						1.6
Communication						4.6
Individual Development						3.2

Devotions:

	1	2	3	4	5	MEAN
Skills						0.6
Communication						2.7
Individual Development						2.1

Simulated Accident:

	1	2	3	4	5	MEAN
Skills						3.2
Communication						4.4
Individual Development						3.0

III. SUMMARY OF EVALUATION RESULTS

In order to summarize the results of the evaluation, a two-dimensional chart stating the objectives has been utilized. This chart is described by Ralph Tyler in his book, Basic Principles of Curriculum and Instruction. (204:32)

This particular chart has been used for two reasons:

1. The chart indicates the value of the individual activities in accomplishing the behavioural objectives that had been set for the training course.
2. The chart provides a concise set of specifications to guide any further development of the training course on the basis of recommendations listed in the next chapter. It quickly illustrates what types of learning experiences must be set up in order to accomplish the behavioural aspects the course is designed to change.

In Figure III, the chart is divided into two dimensions: Horizontally across the top are recorded the behavioural aspects of the objectives, and vertically down the side are recorded the content of the objectives. In order for an activity to appear on the chart, it must have recorded a mean score of at least 2.5 or above on the five-point scale i.e. an average rating.

FIGURE III

TWO-DIMENSIONAL CHART IN STATING OBJECTIVES

BEHAVIOURAL ASPECT OF THE OBJECTIVES			
CONTENT ASPECT OF THE OBJECTIVES	Camp Skill Orientation	Counsellor- camper Communication	Individual Counsellor Development
Campcraft I	X		
Campcraft II	X		
Campcraft III	X		
Trail Camping	X	X	X
Initiative Tests		X	X
Emergency Drills		X	X
First Aid	X		
Out-tripping	X		
Western Horsemanship	X		
White-water Canoeing	X		
Group Dynamics Seminar		X	X
Songleading, Storytelling, Drama	X	X	
Nature Lore	X		

FIGURE III (continued)

Lecture			
Presentations			
Group Work		X	X
Small Group	X	X	
Discussions			
Devotions		X	X
Simulated	X	X	X
Accident			

IV. INTERPRETIVE COMMENTS

As one examines the two-dimensional chart on page 76, it is important to look at the over-all results of the initial course outline. There were three stated behavioural aspects of the objectives: Camp skill orientation, counsellor-camper communication, and individual counsellor development. The results of the evaluation of each activity which made a significant contribution to these three objectives show that there were eleven activities contributing to the camp skill orientation, nine activities contributing to the counsellor-camper communication, and eight activities contributing to the individual counsellor development. These results show that the activities of the

initial course outline made a well-balanced contribution to all three of the stated objectives.

Many of the activities were designed to make a contribution only to the camp skill orientation objective, for example, Campcraft, First Aid, and Western Horsemanship. These activities are no less valuable than any of the others. If the camp counsellor is to be an effective instructor in any camp, he must have the ability to perform some camp skill with proficiency. This ability will affect his total counselling efficiency, as it will not only enable him to demonstrate certain skills for the campers, but will also increase his ability to communicate with the campers due to improved teaching techniques and increased self-confidence. Other activities were designed to make a contribution to both the counsellor-camper communication objective and the individual counsellor development objective, for example, Initiative Tests, Group Work, and Devotions. Although these objectives are very difficult to measure tangibly, they are both a very important part of the camp counsellor training program.

Lecture Presentations is one activity that did not score significantly in any of the objectives. Perhaps the reason for this is due to the fact that the trainees were involved in so many experiential situations throughout the course, that the method of presentation used in the lectures, with no direct involvement, was a disappointment to the trainees.

CHAPTER VI

RECOMMENDATIONS AND SUMMARY

A number of recommendations were made by the trainees, the leadership team, and the director of the course which would improve future courses.

I. GENERAL RECOMMENDATIONS

It was felt that a great deal of the value of the course stemmed from the fact that the number of trainees was so low, and that the leadership team-trainee ratio was so high. It was suggested that the course be limited to sixty trainees, with a leadership team of fifteen to twenty. In conjunction with this, it was recommended that the group size for discussion groups, compulsory activities, and group work be not larger than six or seven.

It was also recommended that there be more unstructured free time, particularly towards the end of the course, to allow trainees and members of the leadership team to interact either on a personal basis or in small groups. It was felt that the openness of the leadership team was most valuable, and that trainees should be able to capitalize on this resource to a greater extent.

The pilot project was operated from August 20th to

August 30th, 1968, very late in the summer. This meant that the trainees waited almost a full year before being able to put into practice in a camp situation some of the experience and knowledge they had gained from the course. It was suggested therefore, that future courses be offered at the beginning of the summer, so that trainees could immediately go back to their camps and utilize their learning.

Although there was a well-stocked library on the course, trainees expressed the desire to have quite a complete bookstore available with specific reference books on sale. These books should be chosen and ordered by the leadership team to correspond with the material they would be offering.

Finally, it was strongly recommended that the course remain a camp counsellor's training course which would be specifically designed to meet the needs of the cabin counsellor rather than those of the camp director.

Compulsory Activities

One of the problems the leadership team faced in presenting the material for certain skill courses such as campcraft, first aid, and out-tripping was the great variety in background and experience among the trainees. This sometimes necessitated course content that was too easy for some and too difficult for others. It was

suggested that some sort of streaming process be carried out in order that groups be more homogeneous in skill level and experience. Under this system, the course content would be more beneficial to each particular group of trainees.

Although the trainees found the initiative tests and emergency drills challenging, motivating, and most beneficial, it was suggested that only one or other be offered in the future. Both activities accomplished approximately the same goals, and it was suggested that the emergency drills be replaced with another compulsory activity. Even though it was suggested that initiative tests be the activity kept in the program, it was felt that there should be an appointed leader for each test, since this may be one of the few times in the entire course that every trainee was forced into a leadership position. The girls in the course expressed the viewpoint that they felt that the initiative tests and emergency drills were more suited to the male world, and suggested that some of the obstacles be more female-oriented. It was also recommended that the obstacles be more related to actual camp situations.

It was recommended that the three campcraft courses be altered slightly. It was suggested that:

Campcraft I consist of:

Packing - the art of packing a backpack

Toolcraft - the use and care of knives and axes

Firecraft - the art of building various fires

Campcraft II consist of:

Ropecraft - the use of various knots

Shelters - the art of constructing various shelters

The essentials of foodcraft - the art of cooking, should be incorporated into the trail camp experience! Advanced foodcraft techniques should be offered in an elective course called outdoor cookery. Map and compass should be offered in a compulsory activity course on orienteering!

In order to capitalize even more on the laboratory situation of the trail camping experience, it was suggested that the course on out-tripping be incorporated into this overnight trip, and perhaps discussed as the group sat around the campfire. It seemed a more natural setting to discuss the values of out-tripping, and the other important aspects of the out-trip while out on an actual trip, rather than while sitting in a lodge back at camp. In its place, it was suggested that a course on large-group activities be offered. This course would deal with the creation, organization, and operation of large-group activities such as wide games, regattas, rodeos, indoor track meets, and other such activities!

The recommended compulsory activities would include:

Campcraft I	Initiative Tests
Campcraft II	First Aid
Orienteering	Large-group Activities
Trail Camping Experience	

Elective Activities

Archery and riflery are two activities in which adequate instruction is now given in numerous urban centres. Therefore, it was recommended that these activities be replaced by other activities in which instruction could only be given in a camp setting. It was suggested that the two replacement activities should be:

Outdoor Cookery - the art of outdoor cooking

Waterfront Programs - the planning and organization of a complete waterfront program.

As was actually the case in the pilot project, it was suggested that the course involving songleading, storytelling, and drama be incorporated into other parts of the program. Storytelling and drama had been covered quite adequately in the lecture and workshop on campfire programs, and it was suggested that this be the case in the future. Songleading should be offered on more of an individual and practical basis. Singing became a daily occurrence after lunch as the camp sat around the dinner table. This daily singsong provided an excellent opportunity for trainees to actually get up in front of a group and lead singing, under the supervision of an experienced member of the leadership team. This individual practice and supervision proved to be most practical

and beneficial!

The recommended elective activities would include:

Western Horsemanship	Waterfront Programs
White-water Canoeing	Handicrafts
Group Dynamics Seminar	Nature Lore
Bible Discussion Leadership	Outdoor Cookery

All-camp Activities

Perhaps the biggest criticism of the entire course was that the evenings were too long. Trainees expressed the desire that evening programs be more relaxed and much shorter. It was suggested that the evening program consist of either a lecture or group work, but not both. Trainees also stated that they would like to see the lectures given in the first half of the course, leaving the last half of the course for group work or free time for informal interaction or reading.

Trainees, and in particular those involved in the group dynamics seminar, felt that they were too tired to move into the small group discussions before supper. It was suggested that in order to gain full benefit from the discussions, the time before supper should be left free, and the discussions should be scheduled for the early evening. Although the trainees agreed that the evaluations of the discussion leadership by both the participating trainees and the observing member of the leadership team was very helpful, they suggested that the preparation by the trainee-leader should be more

adequate. With the scheduling of the discussion groups for early evening, the trainee-leader would be able to meet with the leadership team both after lunch and before supper in their free time to prepare more adequately to lead the discussion.

The reactions to the simulated accident were very mixed, and in some cases quite emotional. Some trainees stated that the experience was unpleasant and frightening, but very necessary; while others stated that it was too emotional and might be damaging to the individual. Although the leadership team could not come to a united decision, the director felt that even though the experience may be unpleasant and emotional, that it may in fact save a human life some day. Therefore, the director recommended that the exercise be included in future courses.

The recommended all-day camp activities would include:

Lecture Presentations	Devotions
Group Work	Small Group Discussions
Worship Service	

II. SUMMARY

The purpose of this thesis has been to evaluate a program of leadership training for camp counsellors in Alberta. The proposed program was a fully residential, co-educational training program lasting ten days

and designed around three course objectives:

1. Camp skill orientation
2. Counsellor-camper communication
3. Individual counsellor development

The previous chapters of the study have given a detailed description of the sources of the material, the initial course outline, the pilot project, the evaluation procedure, and the recommendations for future courses.

The proposed outline in this study would be of great benefit to organized camping in Alberta. As shown earlier, there is a definite need for a concentrated counsellor training program. There are many campsites already developed in the province which could adequately host such a course. There are presently two organizations in Alberta who could adequately stage an annual counsellor training course of the nature described within this study - the Alberta Camping Association and the Department of Youth. Both of these organizations are equipped to handle such a course, and should be moving ahead to provide such services to provincial camps. Failing this, many independent and agency camps could operate such a program on their own campsite as was the case for the pilot project.

As one looks at the great need for trained camp counsellors on the one hand, and then at the available resources in the province on the other hand; one cannot help but wonder why there is not such a course presently operating in Alberta on an annual basis.

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APPENDICES

APPENDIX A

LETTER TO TRAINEES

Dear Campers:

We have received your request for an application form for the Provincial Camp Leadership Course to be held August 20 - 30, and we will be looking forward to camping with you at Pioneer Lodge.

The first thing we would like to do is to register you in the elective(s) of your choice. We will do everything we can to ensure that you get the electives which you choose. However, some courses will be limited in number, and therefore we will choose candidates on the basis of "first-come, first-served".

There are two categories of elective courses: full courses and half courses. Full courses last 8 days with 24 hours of instruction, and half courses last 4 days with 12 hours of instruction. You may choose

EITHER 1 full course

OR 2 half courses.

May I emphasize that you should select a course which you will be able to teach at your own camp.

Below is a description of the elective courses:

1. FULL COURSES:

1. Western Horsemanship:

Practical sessions will include tack and equipment needs, facilities, systems for securing horses,

feeding, selection of staff, Program content, awards system, corral and trail safety, packing, instruction tips, trail ride leadership.

1. 2 - White-Water Canoeing:

Practical sessions will include types of rapids, how water behaves, how to choose a canoe, spraydecks and other improvements, choice of paddles, canoe strokes, how to read white water, choosing a course, methods of rescue, portaging, packing canoes, canoe trip leadership, safety, danger of cold water.

(To participate in this course, you must have passed either your Red Cross Senior Swimmer or your R.L.S.S. Bronze Medallion.)

1. 3 - Group Dynamics Seminar:

The instructor will involve the trainees in the goal setting, decision making and method choosing. The group sessions will be basically of an unstructured nature, with the trainees themselves being the resources. The instructor will participate as a group member. The group atmosphere will be permissive so that individuals are free to be themselves. The sessions are designed to provide a group experience which will lead to a greater awareness of other people and their points of view. The experience would enable the participants to feel out the consequences of their own type of leadership upon others as they utilize written and visual aids

which will help to focus attention on the dynamics of camp administration and discussion groups.

2. HALF COURSES:

2. 1 - Outdoor Cookery

Practical sessions will include menu planning, utensils, styles of cooking, and types of food.

The preparation and cooking of foods peculiar to outdoor camping will be attempted. e.g. fish, wild meat.

2. 2 - Bible Discussion Leadership

Practical sessions will include preparation for the Bible discussion, use of resource material, methods of establishing a Bible discussion program for various age groups, how to involve campers in the discussion, topics to avoid.

2. 3 - Nature Lore

This program area surrounds us at all camps. The course will include how to increase our awareness of Nature through our senses; how to understand relationships in this unique world and its implications for programming with all age groupings of campers.

2. 4 - Waterfront Programs

This course will include program activities from all age groups on a developmental and once-in-a-camp basis, as well as instructional technique and adaptations to still water, streams, rivers and pools.

2. 5 - Handcrafts

Handcrafts is an activity which can be utilized in every camp budget. Particular sessions will include equipment needs, craft materials, the use of natural material and program content for various age levels.

Select your elective course(s), fill out the accompanying elective form, and mail it as soon as possible to:

Provincial Camp Leadership Course,
Pioneer Lodge,
Box 237,
Sundre, Alberta.

Transportation to the camp will be your responsibility. However, if you are travelling by bus or train to Olds, we will make arrangements to pick you up there. Cost for our transportation from Olds to Pioneer Lodge will be \$2.50.

PLEASE FILL OUT THE TRANSPORTATION FORM

Every candidate will participate on an out-trip to the mountains which will last 2 days. Part of the out-trip involves rubber rafting down the Red Deer River. In order to participate in the rafting portion of the trip, every candidate must pass the survival swim test which we will conduct on the first day of camp in the Sundre pool.

Be sure not to forget -

Sleeping bag, ground sheet

Towel, soap, toilet kit

Rain-coat, rubber boots

Compass (if you have one - not necessary)

Rucksack

Good notebook and pen

Hat

Bible

Bathing suit

1 pair of old water shoes, set of "water
clothes" for rafting

1 pair of shoes suitable for hiking

Musical instrument (if you can play it)

Riders:

You MUST have a pair of riding boots or a
pair of shoes with a good heel.

Canoeists:

1 pair of water clothes

1 pair of water shoes

Knee pads

Registration is at Pioneer Lodge between 10 a.m.
and 11.30 a.m. on August 20. We will expect you to arrive
at the lodge between these two times. There will be a full
camp at the lodge until 9.00 A.M. on August 20, with every
bed filled, so please do not arrive before the registration

time. The program will start at 11:30 A.M., so don't miss this important introduction and orientation to the course.

The course will finish on August 30 at 2:00 P.M.

Looking forward to meeting you.

REGISTRATION FORM

MR.

NAME (Please Print): MRS. _____

MISS

STREET: _____ CITY _____ PROV. _____

PHONE: _____ AGE ON AUGUST 20: _____

PREVIOUS CAMP EXPERIENCE: _____

ARE YOU BEING SPONSORED BY A CAMP? YES _____ NO _____

SPONSORING CAMP: _____

I HAVE ENCLOSED THE REGISTRATION FEE OF \$25.00: YES _____

TRANSPORTATION:

I WILL ARRIVE BY: CAR TRAIN BUS (circle one)

I require transportation from Olds: YES NO

If I require transportation from Olds, I will arrive in
Olds by: BUS TRAIN

AT _____ o'clock on August 20.

ELECTIVE COURSE REGISTRATION:FIRST CHOICE: Choose either one full course or two half
courses: 1 FULL COURSE: _____

OR 2 HALF COURSES: _____

MAIL TO: Provincial Camp Leadership Course, ALL CHEQUES
Pioneer Lodge, Box 237 PAYABLE TO:
Sundre, AlbertaPIONEER LODGE
Please add exchangeIF TRAVELLING BY CAR.....PROCEED ON Highway #2 to Olds!
Turn West to Sundre. Turn south at the bridge and proceed
for four miles. Turn west at Pioneer sign and proceed
six miles to Pioneer Ranch.

APPENDIX B

INITIATIVE TESTS

Test #1

OBJECT: This bucket is full of nitro-glycerine (a high explosive which will explode when spilled). You are to get it across the ravine (the area marked between the pegs) with the aid of the swinging rope and the other materials provided. Anyone falling into the ravine is dead. Each time water is spilled from the bucket a member of the team will be considered killed. An enemy wishing to capture the explosive may attack in eight minutes time. The whole team is to cross the ravine as well.

MATERIALS: Bucket filled with water, very thin rope with peg on end, tree in the centre of the ravine with rope hanging down, ravine pegged out.

METHOD: Pull the hanging rope to the side by using the thin rope with the peg. Everybody swing across on the rope except for the last two. Tie the thin rope in the middle to the hanging rope. Tie the bucket to the hanging rope. Throw one end of the thin rope to the other side. Slowly lower and pull the bucket across. The last two men swing across.

FAULTS: Tried to use the tree.



Test #2

OBJECT: Two tables represent the banks of a fast flowing river. The drum in the center is an island. With the materials provided, the whole team plus the equipment are to cross over. Any member of the team falling into the river will be swept away by the current and drowned.

MATERIALS: Two strong tables. One fifty-gallon drum. Two ropes, One 2 x 4 board which will just reach from the table to the drum.

METHOD: Tie the two ropes to the ends of the plank. Lower the plank from the table to the drum using the rope. Two men cross to the drum. Transfer the plank from the drum to the other table. One man cross to the table and one man stay on the drum. Continue this process until all the men are across, always leaving one man on the drum.

FAULTS: Failed to use ropes. Too many men on the barrel.

Test #3

OBJECT: This drum contains a dangerous explosive. You are to get it across this obstacle, in the shortest time possible. No member of the team is allowed to touch the ground between the stakes supporting the bars. The team is also to cross over the obstacle. You are permitted to use any materials lying near the obstacle.

MATERIALS: Heavy fifty-gallon drum. Thick rope. Thin stick. Thick log which will reach across the bars. Set of bars resembling parallel bars.

METHOD: Place the log across the pipes. Secure the barrel with the rope, hanging, below the log. Push and pull the log across the pipes. Lower the barrel on the other side.

FAULTS: Confused by thin stick. Tried to roll barrel across the top of the pipes and it fell through as the pipes got wider apart. Failed to be careful with the explosive. Used the wrong knot (should use a 'bail sling' or a 'cast on end').

Test #4

OBJECT: The object floating off the end of the dock is a mine (an explosive charge) set with a time fuse to explode in approximately eight minutes. We have been informed that if the mine is lifted about three feet in a direct vertical line from its position in the water, we shall automatically disconnect the fuse. Anyone entering the water will cause a vibration strong enough to explode the mine. You are permitted to use any materials lying near the jetty.

MATERIALS: Floating bottle, anchored just out of reach from the dock. Dock. Thick log lying on the dock. Boat sitting on the shore.

METHOD: Place the log across the dock out over the bottle. Most of the team balance the log while one man climbs out over the bottle and lifts it.

FAULTS: Used the boat which set up vibrations.

Test #5

OBJECT: This is a dangerous obstacle. You may not pass around it or under it nor lay any object on it. The whole team is to get over the rope. Anyone touching it or passing any part of their body directly underneath is will be considered dead. Once over you can only assist your teammates from the other side. You are permitted to use any materials lying near the obstacle.

MATERIALS: Rope hung between two trees about six feet high! One 2 x 4 board about ten feet long. One strong pipe about eight feet long.

METHOD: Stand the pipe up to support the plank like a ramp. Team climb up and jump over. The last man pass the pipe over the rope. Stand the pipe up on the opposite side of the rope to support the plank over the top of the rope. Team hold the ramp and the last man climb over.

FAULTS: Tried to pole vault.

Test #6

OBJECT: A man has become stuck on a ledge on the other side of the gorge, a mountain gorge which is one hundred feet deep. With the equipment provided you are to rescue him! The man is very weak but has enough strength to secure one rope only to a nearby obstacle. NOTE: All knots are to be checked on this test. The victim is unable to speak.

MATERIALS: Two stable upright poles or trees, one on each side of the gorge. One thin rope long enough to reach across. One pulley with hanging hook. One rope and board chair.

METHOD: Throw the thick rope to the victim, who has been told by means of action what to do. He ties the rope to the upright pole. Secure the other end of the thick rope to the other upright pole. Place the pulley on the rope and hang the chair from the pulley. Tie the thin rope to the chair. Send one man across the gorge to help the victim across in the chair with the rope. Administer first aid to the injured man. Send the chair back across for the team-mate.

FAULTS: Used the wrong knots. Gave no instructions to the victim. Only did one thing at a time. Forgot to administer first aid to the victim.

Test #7

OBJECT: The man on the raft has met with an accident and is unable to return to the shore. You are to rescue him as soon as possible. The boat may be used for this purpose, but under the following conditions;

- a) only one person may be in the boat at any one time (this includes the injured man).
- b) no paddles are to be used.

You are permitted to use any materials lying near the boat. Treat the injured man as you think necessary.

MATERIALS: Anchored raft. One boat. Two poles about seven feet long. Two paddles. One life jacket.

METHOD: Use the poles to make a stretcher and place it in the boat. One member, a swimmer, put the life jacket on. The swimmer swims and pushes the boat with one other member inside to the raft. The two men load the victim onto the stretcher and into the boat. The swimmer pushes the boat back to shore. The team administers first aid while the swimmer goes back out for his team-mate, with the boat.

FAULTS: Did not make a stretcher. Swimmer did not wear the life jacket. Only one person goes out to get the victim.

Test #8

OBJECT: While travelling on an expedition you come to this road and find it covered with poisonous snakes. You must cross the road at a height of not less than eighteen inches to be safe. Any member falling within eighteen inches of the road will be killed. The whole team is to cross the road. You are permitted to use any materials lying nearby.

MATERIALS: One rope which is long enough to reach across the road more than twice. Two branches, with "crotches" at least eighteen inches from the bottom.

METHOD: One member uses the two branches as stilts and

walks across the road. The rest of the team throw one end of the rope across the road. Secure the rope, near the middle, at two different heights in the tree. The lowest height should be well above eighteen inches. Secure the two loose ends to the tree on the other side of the road. The remainder of the members cross the rope, with their feet on the lower rope and their hands on the upper rope.

FAULTS: Every member tried to walk across on the stilts, even if they were not able to.

Test #9

OBJECT: This room needs a hat rack. You are to build a hat rack, using the materials provided in this room, and hang a hat on it. The hat rack may not be touching any of the walls.

MATERIALS: Two 2 x 2's, five feet long. One "G" clamp.

METHOD: Use the clamp so that it holds the two boards together so that they extend from the floor to the ceiling. Hang the hat on the clamp.

FAULTS: Tried to make a tripod with the boards and clamp.

APPENDIX C

EMERGENCY DRILLS

Drill #1

OBJECT: You are on your way up a mountain when one trainee (detailed by the instructor) falls down a small cliff. You clamber down after him and find that he has broken his leg. Get him back up the cliff. You have no stretcher and there is no wood - some one inch rope is all you have.

MATERIALS: Ten pieces of one inch rope, two feet in length. One climbing rope.

Drill #2

OBJECT: An explosion has just occurred in an underground tunnel. A man (detailed by the instructor) was exploring the tunnel at the time of the explosion. Fortunately, he has managed to reach the bottom of the shaft at the entrance to the tunnel before becoming overcome by gas fumes. You are to rescue the man and deal with any emergency you may think necessary.

MATERIALS: Odd lengths of rope. A well or hole resembling a shaft.

Drill #3

OBJECT: A flood is imminent in the area. This man (detailed by the instructor) has broken both his legs. You are to get

him up into this tree, plus all the group, for safety in the shortest time possible. The flood is expected to rise seven feet.

MATERIALS: One tree with the lowest branches at least ten feet from the ground.

Drill #4

OBJECT: You are on an expedition when one trainee (detailed by the instructor) doubles up with agonizing stomach pains. The student must be carried and you must get him across a nearby obstacle (a wooden fence at least ten feet high) and to the nearest dispensary.

You must submit a written report on the treatment given.

MATERIALS: None.

APPENDIX D

Q - SORT

The counselors personality

Competence in skill areas

Previous camping experience

Willingness to learn and to experiment with new ideas

Willingness to fit into the program where needed

Creative ability and a good imagination

Experience in working with children

Willingness to support the director and staff team

Enthusiasm

To have a set of values, and to live by them

Showing concern for the camper through both love and discipline

Self-confidence, with an awareness of one's own potentialities

Common sense in action and decision-making

An awareness of the potentialities of others

Ability to communicate with children

An understanding of group dynamics

Willingness to set the example in everything

Personal habits (grooming, table manners, etc.)

Willingness to accept responsibility

Desire and willingness to serve others

A concern for the development of the total individual:
physically, mentally, emotionally, spiritually

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